

HW 9/20

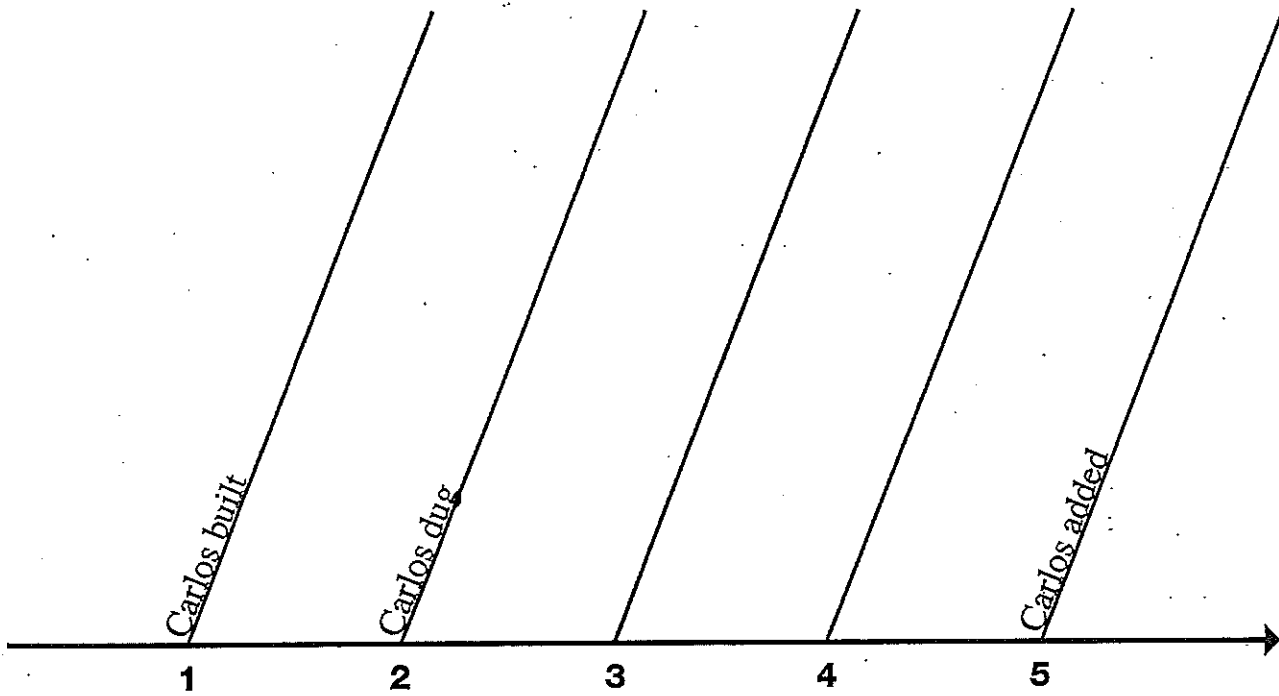
Sequence

- Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

Directions Read the following passage. Then complete the diagram below.

Carlos started by building the base, or first level, of his sand castle. He made it about six inches thick. Then he dug a hole in front of the base. That way, when water rushed in, it would go through the hole. Carlos shaped the second level of the castle next. He made this level a little

smaller than the base. For the last level of the castle, Carlos used very little sand. Finally, he added details to the castle using shells, stones, and feathers. Carlos even made a flag out of sticks and seaweed. He was very proud of his castle.



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Home Activity Your child identified the sequence of events in a short passage. Have your child use a time line to write down five or six major events in his or her own life, starting with birth.

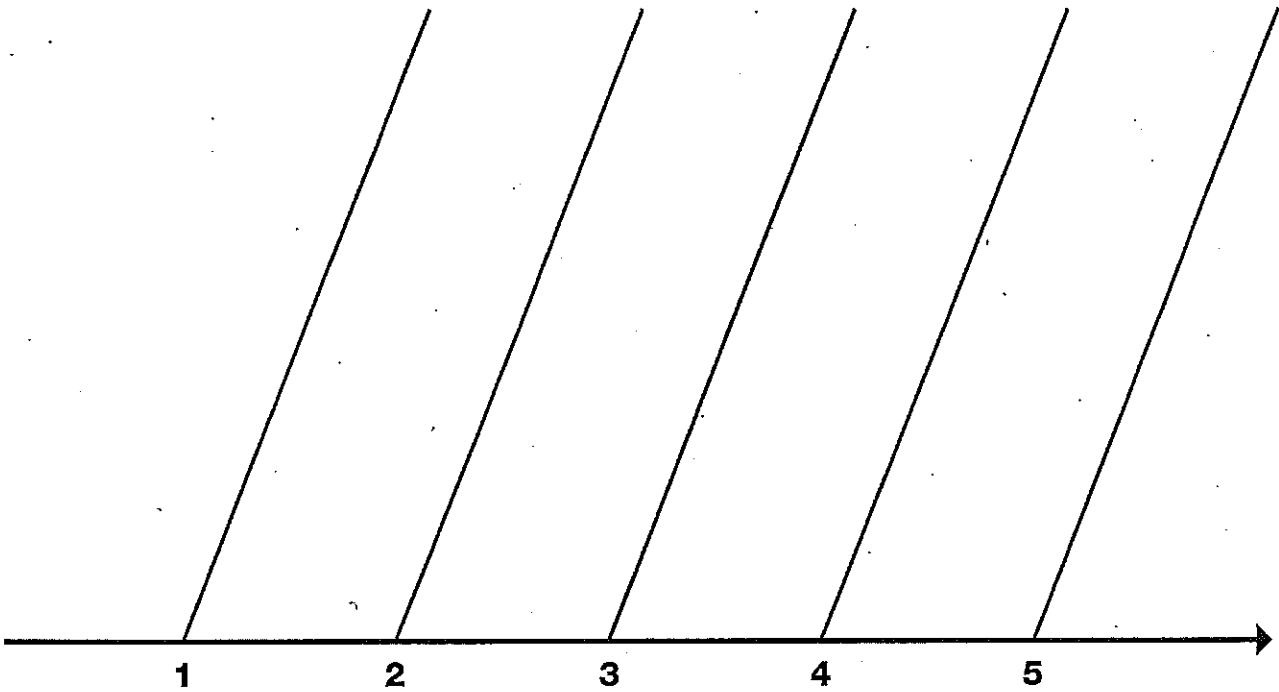
Sequence

- Events in a story occur in a certain order, or **sequence**. The sequences of events can be important to understanding a story.

Directions Read the following passage. Then complete the time line below by putting the events in the order in which they happen.

When Charlie came home from visiting his grandparents in Florida, he told his friend Bill all about his trip. He told him how fun it was to take his first airplane flight to Florida and to look down on the houses and cars from so far up.

His grandparents then took him to the beach to pick up sharks' teeth along the coast. Later in the week, he went to an amusement park to ride the roller coasters. Bill wished he could have gone to Florida too.



Home Activity Your child completed a time line with the order of events from a short passage. Talk together about the main events of a typical day. Ask your child to put those events in sequential order using a simple time line.

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

Directions Read the following passage. Then answer the questions below.

Crossing the river was dangerous for the backpackers. If they lost their balance, the river's current could take them far downriver. But it was nearing sunset, and it would take too long for them to get back to the camp if they took another route. Elizabeth went first. She was a good swimmer and was not afraid of water.

She made it safely to the other side. John followed her. The rushing water made him very nervous. He took one shaky step after another. All of a sudden, John was knocked off his feet. He was being carried downstream in the current. Elizabeth dove in after him, and luckily was able to tow John to shore.

1. What is most likely the author's purpose of the passage?

2. Why do you think that is the purpose?

3. Where in the passage did the author write the most exciting detail? How do you know?

4. At what pace did you read this passage—fast, medium, or slow? Did you need to change your normal reading pace to understand it? Why or why not?

5. Do you think the author met his or her purpose? Why or why not?



Home Activity Your child identified the author's purpose in a passage. Have your child write a short story with a clear purpose in mind. See if you can determine your child's purpose after reading the story.